

Teaching with
Robert Munsch
Books Vol. 3

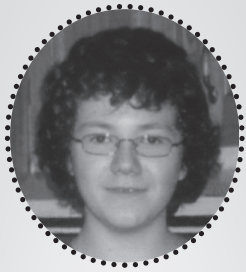
I'M SO EMBARRASSED!

Amy von Heyking
and
Janet McConaghy

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The story behind
I'm So Embarrassed!



In 1997 Mrs. Livingston's Grade 3 class from St. Patrick School in Cobalt, Ontario, wrote to Robert Munsch. They were so excited to receive a letter back from him that the next year they sent him a story they had written, and an invitation to come and visit. In 2002 the same students, with the help of Mrs. Livingston's JK class, sent Robert Munsch another invitation. So he decided to e-mail and arrange for a visit. He flew to North Bay where he was met by Mrs. Livingston and her son Andrew. Andrew was very embarrassed when his mother gave Robert Munsch a huge hug at the airport. On the two-hour drive to Cobalt from North Bay, Robert Munsch made up a story for Andrew. Many years later that story became the basis of a new book.

I'M SO EMBARRASSED!

Summary:

Andrew desperately needs some new shoes but his mother always seems to embarrass him every time they go to the mall. Shortly after his mother promises not to embarrass him again, they enter a shopping mall — where in front of everyone, she spits on her hand to smooth down his hair. After running into Andrew's teacher, his mother pulls out Andrew's baby pictures to show him. Then Andrew meets his friend Taylor-Jae, who seems to have the same problem with her mother. The two children decide to make a plan. They announce to everyone in the mall that not only do their mothers snore like bears, but they blame it on their fathers. Now the mothers are the ones who are embarrassed!

Questions:

Before

Look at the front cover.

- Why do you think the boy has two red lip prints on his face?
- Can you think of another word that means the same as "embarrassed"?
- Can you think of a time that you have been embarrassed? Do you remember how you felt?

Look at the back cover.

- Read the description on the back of the book. What do you think Andrew and Taylor-Jae's plan will be? Record the students' predictions on a chart.
- The description on the back says that Andrew's mom is always embarrassing him. What are some of the ways you think she might embarrass him? Record the students' predictions on a chart.

Look at the dedication page.

- Sometimes an important image is used on the dedication page to tell us the main idea of the story. What do you think this image might mean?

During

- p. 2: Do you think Andrew's mom will keep her promise not to embarrass Andrew?
- p. 20: What do you think Taylor-Jae's mom is going to do?
- p. 28: What do you think Andrew and Taylor-Jae meant when they said, "We had good teachers!"?

After

- Check the predictions you made before reading the book.



Take a look

- How many characters from other Robert Munsch books can you find in this story? Can you name them?

Activity #1

I'm a Cartoonist

In this activity the students will create a comic strip to retell the sequence of events in the story.

Curriculum Link:

Language Arts — retelling, sequencing
Art

Materials:

Chart paper
Class set of blank comic strips (see reproducible on p. 36)



Procedure:

1. Review the book with the students in order to identify the sequence of events that were embarrassing to Andrew. On a chart, record how the story begins, the embarrassing incidents in the order they took place, and how the story ends. Number the incidents as you record them.
2. Tell the students that they are going to make a comic strip to retell the story of *I'm So Embarrassed!*. Explain to the students that the purpose of most comic strips is to tell a story through pictures and words. Share samples of comic strips you have brought in with the class. As you read them out, point out the speech balloons and any written captions underneath.
3. Provide each student with a copy of the template to create a comic strip. Referring back to the chart, ask students to illustrate the beginning in box 1 of their comic strip. Then have them select 3 embarrassing incidents to illustrate in boxes 2, 3 and 4, and in the last box, have them illustrate the end of the story.
4. Have the students share their completed comic strips with their classmates in the Author's Chair.

Extensions:

- ☉ Students could create a class book of their individual cartoons.
- ☉ Reread pages 26 and 28 and ask the students to think of other endings that might have solved Andrew's problem.

Name: _____

Title: _____

The form consists of five vertical rectangular boxes with rounded corners, arranged side-by-side. Each box is empty and intended for a student to draw or write in.

Activity #2

My Most Embarrassing Moment

Curriculum Link:

Language Arts — writing about a personal experience

Materials:

Chart paper, journal

Procedure:

1. Begin by having the students recall some of the embarrassing moments for Andrew in the story *I'm So Embarrassed!*. Ask them why they think Andrew may have been embarrassed.
2. You may also want to share the book *My Grandmother Is a Singing Yaya* by Karen Scourby D'Arc.
3. With the students, discuss some embarrassing moments that have happened to them and record them on a chart.
4. Explain to the students that in their journals they are going to write about an embarrassing moment they experienced.
5. Begin by modelling an entry with the students, using a personal example or one from the chart. Show the students how they can add interesting details to their entries by asking themselves some questions. For example, where did this happen? When did this happen? How did they feel?
6. Invite students to share their entries in the Author's Chair.

Extension:

- © Have the students write one or two sentences in their journal telling what the embarrassing moment was that they experienced. Then have them exchange their journal with a partner. Have their partner write five questions for them that would help them to elaborate on their ideas. You might want to review the Five Ws with the students (who, what, where, when, why) to help them with their questions.

Literature Connections:

Books to share with the students might include:

My Grandmother Is a Singing Yaya by Karen Scourby D'Arc, illustrated by Dianne Palmisciano

My Mother Talks to Trees by Doris Gove, illustrated by Marilyn H. Mallory



Dealing With Feelings

Curriculum Link:

Health — safe and appropriate ways for sharing and/or expressing feelings

Materials:

Chart paper

Class set of blank comic strips (see reproducible on p. 36)

Poster paper

Procedure:

1. Refer back to the pictures on pages 7 and 9. Ask the students if they think Andrew might be experiencing other feelings apart from being embarrassed.
2. Read aloud the story *When Sophie Gets Angry — Really, Really Angry* by Molly Bang. Discuss with the children what Sophie did when she was feeling really angry. Point out that Sophie handled her anger in a way that was safe and in which no one would be hurt.
3. On chart paper write the heading “angry” and brainstorm with the children what they do when they are feeling angry. Remind them that it is important to deal with emotions in ways that are safe and appropriate. Record their ideas on the chart.
4. Ask the students to tell you about some other feelings they may have experienced, e.g. disappointment, rejection, happiness. Under each heading list their ideas of how they might deal with these feelings.
5. Have the students select one of the “feelings” listed on the chart and create a cartoon with four or five panels showing what they would do when they are feeling this way. You may want to model one for the students.

Extension:

- © The students could create posters for “safe” ways to handle different feelings.

Literature Connections:

Books to share with students might include:

When Sophie Gets Angry — Really, Really Angry by Molly Bang

Lizzy's Ups and Downs by Jessica Harper, illustrated by Lindsay Harper
DuPont

Sometimes I'm Bombaloo by Rachel Vail, illustrated by Yumi Heo